



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Application stamp-in date and time

Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3 : January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization Westwood ISD CDN 001908 Vendor ID 1751086109 ESC 7 DUNS 124658035

Address 4524 W. Oak City Palestine ZIP 75801 Phone 903-729-1776

Primary Contact Christine H Bedre Email chbedre@westwoodisd.net Phone 903-388-5171

Secondary Contact Tiffany Carwell Email tncarwell@westwoodisd.net Phone 903-731-3109

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Wade Stanford

Title Superintendent

Email wstanford@westwoodisd.net

Phone 903-729-1776

Signature

Date 11/09/2018

Grant Writer Name Christine H Bedre

Signature

Date 11/09/2018

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

RFA # 701-18-106 SAS # 277-19

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Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter ☐ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Rural location, small school size, and low extra program stipend pay cause high teacher turnover rates (52.94% at Secondary level) making hiring qualified secondary teachers difficult.	Utilize pathway one and two of Grow Your Own and the Educator Preparation pathway to help current district employees and students who are already invested in the school and community receive degrees and teaching certifications.
Assist current paraprofessionals, instructional aids, and long-term substitute to gain a bachelor's degree and teaching certification to create stability among teaching staff in a small rural location.	Utilize Grow Your Own grant to specifically recruit and retain staff in the local area, including but not limited to current graduating students who desire to pursue the teaching field.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

- 1) WISD will develop a CTE Education and Training career cluster pathway CTE course opportunities, and expand student organizations; therefore, raising Education and Training course(s) enrollment by 30% by May 2021.
- 2) WISD will develop a strong internal teacher recruitment pipeline through current paraprofessionals, instructional aids, and long-term substitutes by pin-pointing five high potential employees to earn their bachelor's degree and teaching certification and return to WISD as full time teachers by May 2021 or before.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

October 2019

Pathway 1 - Employment of CTE Education and Training course teacher, create Education and Training pathway/courses and recruit students to enroll in courses. Participation in CTE courses and organizations will be expected to increase by 15%.

Pathway 2 - Instructional aides, paraprofessionals, and long-term substitute will have taken, or currently be enrolled in a 15 or more hours from a BS in education degree plan. Each participant will be expected to maintain a minimum GPA of 2.5 in their undergraduate coursework. Employees with a degree but obtaining a teaching certification will have enrolled in a EPP, obtained a SOE (certificate of employment) from EPP, completed required EPP online coursework, and applied for interim certificate through ESBEC.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

July 2020

Pathway 1 - Student marketing for the 2020-2021 school year occur, CTE Education and Training course(s) student completion rate will be analyzed from 19-20 as well as re-enrollment for year 20-21 into advanced pathway course offerings. Course enrollment for 20-21 will be expected to increase an additional 15%.

Pathway 2 - Instructional aides, paraprofessionals, and long-term substitute will have taken a minimum of 15 or more hours and currently be enrolled in 15 or more hours from a BS in education degree plan. Each participant will be expected to maintain a minimum GPA of 2.5 in their undergraduate coursework. Summer classes will be recommended (a minimum of 6 hours). Employees with a degree but obtaining a teaching certification will have taken and passed their TExES content exam and TExES PPR exam as well as complete their one year of clinical teaching by May 2020.

Third-Quarter Benchmark

April 2021

Pathway 1 - Student marketing for the 2021-2022 school year occur, CTE Education and Training course(s) student completion rate will be analyzed from 20-21 as well as re-enrollment for year 21-22 into advanced pathway course offerings available to continue students in the program. Course enrollment for 21-22 will be expected to increase an additional 15%.

Pathway 2 - Instructional aides, paraprofessionals, and long-term substitute will have taken a minimum of 15 in Fall or more hours in fall semester 2020 and currently be enrolled in spring 2021 courses of 15 or more hours toward a BS in education degree plan. Each participant will be expected to maintain a minimum GPA of 2.5 in their undergraduate coursework. Clinical teaching will be accommodated for as needed per university program in spring 2021 and fall 2021.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

1. Data from benchmarks will be analyzed and actions will be taken to immediately facilitate the success of the participants from both pathways. If the participants are struggling to keep up with expectations of the course load, our university partnership enables to make arrangements with the instructors for additional tutoring and student workshops.
2. Mentoring cohort to gain program feedback with campus and district administration (as well as the grant supervisor) to support and implement adjustments needed.
3. Routine classroom visits by campus administration logged into T-Tess electronic management system to ensure high impact instruction and curriculum is delivered consistently.
4. Campus specific staff survey to evaluate the success of implementation and involvement of the Education and Training organizations (TAFE and FCCLA).
5. Class survey given to students to gauge interest level in the Education and Training course. Identify areas of weakness and improvement for continual evaluation throughout the school year.
6. Hold an end of the year reflective meeting/transitional meeting to review Education and Training course(s) success, teacher progress in IHE, over all student success, next steps, and plan for 2020-2021 school year.

Continual cycle used evaluate progress: Implement → Reflect → Refine → Evaluate

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be

- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.

Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and

- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

Step one of the high-quality recruitment process: Candidate Nominations

Secondary teaching staff will receive an e-mail request for candidates from the administrative office. Potential candidates may self-nominate to be in the program via Google Form. Also, nominations will be solicited from campus and district administrators based on campus leadership and history of leading student organizations, measurable student achievement over a period of time, strong evaluation ratings that demonstrates high-quality instruction, along with recommendations from colleagues. Universities will also be contacted to learn about potential candidates whom may be graduating with a Master degree to assist with the teaching of in-house dual credit courses.

Step two of the high-quality recruitment process: Interviews

Once all nominations are collected, nominees will go through an interview process involving a small committee made of both campus and district level administration. Nominees will be asked a variety of questions ranging content knowledge and expertise, student college and career readiness, student organization involvement and student recruitment, classroom management, personal growth, and desire to expand career. All items will be situational so that the committee can gain a full understanding of each nominee's breadth of knowledge about particular areas.

Step three of the high-quality recruitment process: Selection

The committee will take into consideration when selecting the following areas: hard-to-staff positions, teacher diversity, student relationship building, and field-experience-classroom teachers. The committee will choose the highest quality candidate that fits the need of the district to ensure student success by building a quality Education and Training program paired with student organization involvement.

Criteria also used for consideration:

1. STAAR scores (if in a tested subject) are higher than the district average;
2. The applicant participates regularly in campus PLCs;
3. The most recent T-TESS evaluation was proficient or above in most all areas with at least one or more areas accomplished or distinguished
4. Classroom Discipline referrals
5. Relationship building with students

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

Step one of the high-quality recruitment process: Candidate Nominations

Paraprofessionals, instructional aids, and long-term substitutes will receive an e-mail from the administrative office with basic grant information for candidates. Potential candidates may self-nominate to participate in the program via Google Form attached to the information e-mail. Also, nominations will be solicited from campus and district administrators based on leadership, employee evaluation rating system, involvement in school activities, along with recommendations from colleagues. A short meeting will also occur prior to the application deadline to allow potential candidates the opportunity to head the program overview, expectations, and ask questions prior to self-nominating.

Step two of the high-quality recruitment process: Interviews

Once all nominations are collected, nominees will go through an interview process involving a small committee made of both campus and district level administration. Nominees will be asked a variety of questions ranging content knowledge, student management, personal growth, and desire to expand career. All items will be situational so that the committee can gain a full understanding of each nominee's breadth of knowledge about particular areas.

Step three of the high-quality recruitment process: Selection

The committee will take into consideration when selecting the following areas: hard-to-staff positions, teacher diversity, student relationship building, time employed within the district (track record) as well as percent of time currently assisting classroom teachers. The committee will choose the highest quality candidate that fits the need of the district.

Criteria Considered:

- Current paraprofessional/instructional aid past evaluations
- Current substitute teacher feedback survey results (through Frontline substitute system)
- Attendance
- Current course completion (if currently enrolled with a university)
- Undergraduate GPA (if undergraduate degree is complete)
- Certification area (Preference will be given to secondary content areas)

Additional Details to follow the selection process:

Candidates selected will have a meeting to discuss the grant, expectations, requirements, short-term/long-term goals, Memorandum of Understanding (MOU), along with a question and answer period. Paraprofessionals, instructional aids, and/or substitute chosen for Pathway #2 by the district will all sign a Memorandum of Understanding (MOU) committing to stay within Westwood ISD as a condition of receiving the stipend. This MOU will require teachers to stay within the district three years upon completing their Bachelors' degree, and/or teaching certification. Candidates will have an allotted period to turn in their MOU to the district and apply for an IHE to begin coursework. Candidates will be required to turn in their degree outline of courses for each semester as well as proof the applicant successfully completing courses and/or Educator Preparation Program requirements each semester. Westwood ISD will continue to work closely with the School of Education faculty at a local university to assist candidates with their continued education/teaching certification.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit		X \$11,000 =	
Number of teachers who are teaching Education and Training courses, but not for dual credit	2	X \$5,500 =	11,000
Number of high schools with existing Education and Training courses in 2018-2019	0	X \$6,000 =	0
Number of high schools without existing Education and Training courses in 2018-2019	1	X \$9,000 =	9,000
Total Request for Pathway 1			20,000

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only	2	X \$5,500 =	11,000
Number of candidates pursuing both a bachelor's degree and a teacher certification	4	X \$11,000 =	44,000
Request for Pathway 2			55,000
Request for Pathway 1			20,000
Total Combined Request for Pathways 1 & 2			75,000

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
Total Request for Pathway 3			

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Education and Training teacher stipend (X 2 teachers)	11,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

SUPPLIES AND MATERIALS (6300)

OTHER OPERATING COSTS (6400)

IHE Tuition / Fees / EPP Fees	55,000
TEA - Led Teacher, Principal, Counselor Summer Inisute	3,000
Implementation of Education and Training Program and Organization (TAFE/FCCLA)	6,000

Total Direct Costs 75,000

Should match amount of Total Request from page 8 of this application

Indirect Costs**TOTAL AMOUNT REQUESTED**

75,000

Total Direct Costs plus Indirect Costs

**Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment**

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

> TAFE / FCCLA:

Currently, WHS has not held a FCCLA chapter for approximately the past five years. Interest in this organization is very high among the student body. Students are excited to learn about the organization and see what it has to offer. Using the campus counselor and sponsors to recruit members via advertising as well as personal relationships, this program will continue to grow in future years. Once offering Education and Training classes, enrollment in these organizations will increase with more student involvement through coursework.

> Increase Course Enrollment:

The Education and Training pathway/courses will be showcased throughout the year as they attend events and complete service work. Additionally, the program will hold a booth at the freshman showcase with current members to discuss the benefits of the program and how it can advance students into the teaching profession.

> Recruitment:

With a 65.85% teacher turnover at the high school campus for the 2018-2019 school year, a few qualified individuals were hired late summer whom expressed interest and has demonstrated the skill to begin this pathway for students. Additionally, through strategic hiring for open positions in the 2019-2020 school year, this will be examined as well as to ensure a quality selection pool for choosing the correct personnel that will connect to students.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

> Education and Training Course/Pathway Implementation:

The implementation will occur right away while waiting on approval for the grant with auditing the current pathways offered at Westwood High School (WHS) including education and training course(s)/pathway. Courses added to the Education and Training offerings in the 2019-2020 school year will be Instructional Practices and Practicum of Education and Training.

> Marketing and recruitment of students:

The Education and Training pathway will be revamped and placed on the selection guide for incoming freshmen along with returning students in higher grade levels to add as an additional endorsement to their diploma. Additionally, the CTE Education and Training pathway will be advertised WHS's annual incoming freshmen showcase to encourage recruitment of students. Furthermore, a student identification process will also begin in late March early April consolidating a list of students whom may already have one or more Education and Training pathway prerequisites (i.e., principles of Education and Training, Human Growth and Development (from prior years before program was discontinued due to enrollment)) or Instructional Practices and/or Practicum in Education and Training courses. When identified students craft their 2019-2020 schedule with a grade-appropriate counselor, they will receive information in regards to the new course offerings through the Education and Training pathway that will be available in the 2019-2020 school year if desired.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

> **Partnership, Training, Support, and Certification:**

WISD will create a partnership with a local IHE (The University of Texas at Tyler or Stephen F Austin State University) to offer both bachelor degrees with a teaching certification. Other programs such as Texas Teachers and Region 7 Service center will be considered for our participants who may currently hold a bachelor's degree but missing the certification. Participants in the grant will be included in professional training, district alignment, and curriculum meetings to help enhance knowledge and skills in their specific content area. Master teacher observations, as well as district teacher mentoring, will be held to enhance the participant's unity as a district team helping with retention and involvement on campus.

> **Training, Schedule Flexibility, and Cohort:**

Job-embedded training opportunities will be offered on each campus for participants to attend. Flexible schedules on campus will allow for hands-on experience in the classroom and working with students. This 2019 cohort will filter through the program together and have mentoring sessions with our New to Profession teachers monthly learning new skills, supports, and how to best shape their new craft.